**School name: ENGLISH PLANNING YEAR B**

**GOLD**

**Teacher: Class: Year: 5/6 Term: Autumn 2 Week Commencing: Week 7**

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| **Day** | **SPAG/ Phonics Learning Objective** | **SPAG/Phonics Activity** | **Main Learning Objectives and Success Criteria (must/should/could)** | **Main Teaching/ Development of knowledge including modelled and shared reading/writing** | **Activity and Differentiation** | **Plenary** | **Assessment** |
| **Mon** | L.O. To understand the difference between direct and reported speech. | Show the children examples. | **L. O. To understand the skills required to write an effective opening for my story.**  Success Criteria:   1. I must write an engaging first sentence. 2. I should be able to include a range of punctuation correctly. 3. I could describe the characters and set the scene using figurative language. | **Main teaching**  Teacher to remind class what they are completing this week. Children share their plans with their learning partner in order to remind them of their story.  As a class, we recap the features of a successful opening that the children came up with yesterday’s lesson. Children write a first sentence and then their partner up-levels it. Children look at an example of an opening and discuss what they like about it. Teacher to remind children to follow their SC. | **Independent work:**  Children to write the opening of their story.  MB to support LA/PPG children who struggle with writing extended pieces. Use AFL from Monday to select children. | Children to peer assess each other’s work and then uplevel a piece of work on the visualizer. Children use their purple polishing pen to make corrections. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** | L.O. To understand the difference between direct and reported speech. | Children write examples in their books. | **L.O. To understand the skills required to write the build-up and problem to a story.**  Success Criteria:   1. I must be able to create a problem that sustains the reader’s interest. 2. I should be able to include speech that is correctly punctuated. 3. I could build the tension using a range of punctuation and sentence types (Alan Peat). | **Introduction**  Recap what we have read so far and allow the children time to respond to feedback.  **Main teaching**  Recap the work covered yesterday and look at story plans.  What are the features of the build-up and problem? Look at example. Create check list.  Children discuss what figurative language means and write an example on MWB. How can we use this in our story?. | **Independent work:**  Children to write the build-up and problem to their story  MB – to work with children who are struggling – AFL | Up-level an example using visualizer. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** | L.O. To understand how to use a variety punctuation accurately. | A range of punctuation. | **L.O. To understand the skills required to write the resolution and ending to a story.**  Success Criteria:   1. I must solve the problem and bring the story to end. 2. I should use a range of punctuation, a range of sentence types and finish the story where the book begins. 3. I could end on a cliff-hanger/something to make the reader think. | **Introduction**  Recap the debate that we had on Tuesday: is friendship something that we can buy and sell?  **Main Teaching**  Recap the work covered yesterday and look at story plans.  What are the features of the resolution and ending to a story? Look at example. Create check list.  Discuss how the ending needs to lead into the start of the actually book. How could we do this? Discuss what a cliff hanger is and how writers use it in their writing. | Children to write the problem and solution to their story.  MB to write with HA children in order to ensure that their ending is if a higher level quality and their work makes sense. | The class edit and improve a section of one on the visualiser together and then give each other two stars and a wish. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** |  |  | **L.O. To understand the skills required to edit and improve my story.**  Success Criteria:   1. I must be able to check my spellings using a dictionary. 2. I should be able to check I have used all punctuation and that it is used correctly. 3. I could up-level my vocabulary choices and check that my work makes sense. | **Introduction**  Recap what we have read so far and allow the children time to respond to feedback.  **Main teaching**  Recap why it is important to check over our work. What sorts of things should we look for? Teacher to model how to up-level work on the visualiser. | **Independent work:**  Children edit and improve their stories. | Teacher reads out some excellent examples and children magpie ideas. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Fri** | **L.O.** |  | **L.O.**  Success Criteria: | **Introduction**  feedback.  **Main teaching** | **Independent work:**  . |  | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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